

# Grade Two

A health education program for students in kindergarten through grade three involves students, school staff, families, and the community. These groups work together to promote good health, to prevent health problems when possible, and to address them in a systematic way when they do occur. All students are engaged in activities that foster the development of each individual's optimal physical, mental, and emotional well-being, leading to healthy choices and lifelong good health. The health education standards address the four unifying ideas for health literacy found in the *Health Framework for California Public Schools*:

- Acceptance of personal responsibility for lifelong health;
- Respect for and promotion of the health of others;
- An understanding of the process of growth and development; and
- Informed use of health-related information, products, and services.

Curriculum is structured to incorporate these unifying ideas and is implemented through a meaningful, student-centered approach, providing opportunities for participation, recognition, and successful achievement. The *Health Framework for California Public Schools* describes the following expectations:

Although much of their environment and daily living activities are beyond their control, students in kindergarten through grade three can choose many behaviors that contribute to good health. Because young children tend to be unselfconsciously egocentric, a curriculum that focuses on them and on what they can do to promote their well-being captures their interest and attention. The curriculum should begin with the children and their immediate environment so that they can make clear connections to information, concepts, skills, and behaviors. It should also sustain a focus on the children's social development as members of the classroom, the school, families, and communities. Throughout, the prevention of unhealthy behaviors and promotion of attitudes and behaviors that can lead to lifelong health practices should be strongly emphasized. (Page 56)

## Acceptance of Personal Responsibility for Lifelong Health

### Standard 1

**The student understands and demonstrates ways in which his or her health and well-being can be enhanced and maintained.**

Students in grade two who meet this standard will be able to:

- Practice good personal hygiene, especially caring for teeth and gums.
- Participate regularly in active play and a variety of physical activities with a focus on the pleasure of being active.
- Describe the relationship between good nutrition and overall health.
- Develop and use effective communication skills to enhance social situations.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will model proper tooth-brushing and flossing techniques.
- Students will maintain a log of their physical activities.
- Students will list behaviors they are better able to do because they make healthy food choices.

### Standard 2

**The student understands and demonstrates behaviors that prevent disease and speed recovery from illness.**

Students in grade two who meet this standard will be able to:

- Cooperate in regular health screenings.
- Describe actions to take if not feeling well.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will dramatize cooperation in a variety of health screening situations.
- Students will draw a storyboard depicting what to do when they are not well.

## Standard 3

**The student will understand and demonstrate behaviors that reduce the risk of becoming involved in potentially dangerous situations and know how to react to situations in ways that help to protect his or her health.**

Students in grade two who meet this standard will be able to:

- Recognize emergencies and respond appropriately.
- Distinguish between simple personal injuries and ones that require adult attention.
- Identify appropriate and inappropriate touching.
- Demonstrate they can say no in a convincing way.
- Identify ways that alcohol, tobacco, and other drugs are harmful to the body.
- Explain the need for protective equipment.
- Practice behaviors that protect the body.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- When given emergency and nonemergency situations, students will be able to role-play an appropriate response, including taking protective measures in the presence of blood.
- Students will draw and label pictures of serious and simple injuries.
- By using a doll, students will be able to point to five areas on the body of the doll that are appropriate or inappropriate to touch.
- Students will demonstrate refusal skills in various situations and in different ways.
- Students will make a poster, to be placed in a window at their home, at school, or in the community, illustrating the harmful effects of alcohol, tobacco, and drugs on the body.
- Given a picture of a recreational activity, students will be able to list and explain three practices that will protect the body.

## Respect for and Promotion of the Health of Others

**Standard 4      The student will understand and demonstrate how to play a positive, active role in promoting the health of his or her family.**

Students in grade two who meet this standard will be able to:

- Develop and use effective communication skills, including good listening skills.
- Identify feelings related to changes within the family and effectively express them to others in a positive way.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will listen to a story being told by a partner and retell it.
- Students will participate in a discussion of various changes in families and draw a picture of their reactions to the changes.

**Standard 5      The student will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.**

Students in grade two who meet this standard will be able to:

- Understand and follow school rules relating to health.
- Participate in school and community efforts to address local health and environmental issues.
- Identify ways to be a friend.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will develop a list of classroom rules relating to health.
- Students will point out local graffiti and suggest ways to prevent it in their neighborhood.
- Students will list five ways to show friendship.

## An Understanding of the Process of Growth and Development

### Key Education Code Sections Regarding Health Education Instruction

The *Education Code* sections described briefly below highlight parent notification requirements associated with the teaching of sexuality, growth and development, and sexually transmitted diseases (STDs). The full text of all except Section 60614 can be found in the *Health Framework for California Public Schools* (1994).

- §51201.5 Requires that students in grades seven through twelve receive HIV/AIDS prevention education (once in junior high or middle school and once in high school), including current information and recommendations. (See *Education Code* sections 51240, 51550, 51553, and 51820 for parent notification requirements.)
- §51240 Ensures the right of parents and guardians to exclude their children from health, family life, and sex education because of religious beliefs.
- §51262 Encourages instruction about the effects of using anabolic steroids (including reproductive consequences) in grades seven through twelve.
- §51550 Requires that:
- Parents must be notified in writing (some districts may choose to expand the notification requirement to require positive permission) of any class in which human reproduction or family life is described.
  - Instructional materials must be available for inspection.
  - Parents and guardians must be given the opportunity to exclude their child from this education.
- §51553 Establishes criteria for the course content of sex education to include:
- Abstinence as the only 100 percent protection against STDs, such as human immunodeficiency virus (HIV), and unintended pregnancy
  - Failure rates of condoms and other methods of contraception
  - Emotional consequences of unintended pregnancies and adolescent sexual activity
- Instructional materials and information must be age appropriate.
- §51820 Requires a 15-day parent notification period prior to the beginning of venereal disease instruction. This code section also requires availability of instructional materials for review and ensures the right of parents and guardians to exclude their child from such instruction.

§60614 *Establishes that no test given as part of the statewide pupil assessment program will contain any questions or items that solicit or invite disclosure of a pupil's, or his or her parents' or guardians', personal beliefs or practices in sex, family life, morality, or religion nor will it contain any questions designed to evaluate personal behavioral characteristics.*

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## Standard 6

**The student will understand the variety of physical, mental, emotional, and social changes that occur throughout life.**

Students in grade two who meet this standard will be able to:

- Identify in detail parts of the human body.
- Describe the cycle of growth and development in humans and other animal species.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will trace an outline of the human body and draw and label major body organs.
- Students will depict the different stages of growth and development in humans or other animal species.

## Standard 7

**The student will understand individual differences in growth and development.**

Students in grade two who meet this standard will be able to:

- Identify abilities that increase because of growth and development.

The following assignment might be used to determine whether the student is meeting the standard:

- Students will list things they can do now, which they could not do when they were in kindergarten.

## **Informed Use of Health-Related Information, Products, and Services**

**Standard 8      The student will identify products, services, and information that may be helpful or harmful to his or her health.**

Students in grade two who meet this standard will be able to:

- Identify how health care workers contribute to personal and family health.
- Recognize that the media influences their choices.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will discuss what our lives would be like without health care workers.
- Students will look at advertisements of products and identify persuasive factors.